



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8150 W. Durango, Phoenix, AZ 85043

Fowler Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Not Evaluated
2002-03	New School
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Colleen Grove-Rodgers
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-5
 2004 Enrollment : 603
 Web Address : www.fesd.org
 Phone Number : (623) 707-2000
 Fax Number : (623) 707-2015
 E-mail : crodgers@fesd.org

Mission

Our mission is to provide a positive, safe, nurturing environment that fosters self-esteem and respect. Each student will be challenged by a relevant, success-oriented education and exhibit the knowledge, skills, and attitudes to be successful.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All second grade students will make a minimum of one year's growth on the Terra Nova Norm Referenced Test.
- ü All third through fifth grade students will meet or exceed the standards on AIMS Dual Purpose Assessment.
- ü 75% of all first through fifth grade students will be on or above grade level in reading based on the Success For All Assessments.
- ü 100% of all third and fourth grade students will complete their monthly Mathematics MAC-Ro booklets and be eligible for the Superintendent's Club.

Enrollment

October 1, 2003 School Year Student Enrollment : 553
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 31

Instructional Programs

- ü Success For All Reading
- ü Saxon Mathematics
- ü Six Trait Writing
- ü McMillianMcGraw-Hill Language Arts
- ü Harcourt Social Studies
- ü Harcourt Science
- ü Great Body Shop Health Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

All first through fifth grade students attend a 90-minute SFA reading block at their ability level each day. Students are assessed to ensure mastery of Arizona Standards. All instructional materials, parent handbook, and Code of Conduct are provided.

Parents

Children attend school daily and are prepared to engage in learning. Open communication is present between the parent and school so an appropriate learning climate is created for all. Parents need to assist their children with homework assignments.

Transportation Policy

The Fowler Elementary School District provides bus transportation for students who are residents of the school attendance area and reside more than one mile from the school or have disabilities as indicated in their Individual Education Plan.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Artist in Residence Grant	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	388	75509	96	99	100	503	491	521	23	27	13	21	28	23	35	30	33	21	15	31
All Students (Prior Year)	130	325	75372	98	100	100	493	490	523	20	19	9	39	42	25	24	27	36	17	12	30
Female	38	201	37013	97	100	100	517	496	522	25	25	12	5	26	24	35	30	33	35	20	31
Male	47	187	38430	94	97	99	491	485	521	22	30	14	35	31	22	35	30	33	9	9	31
African American	12	28	3660	92	97	99	491	486	496	20	20	24	30	40	31	50	32	28	0	8	18
Hispanic	50	292	30486	98	99	99	501	479	505	31	39	18	8	21	29	46	29	32	15	11	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	21	59	35192	88	97	99	514	509	534	16	12	8	26	35	19	21	31	35	37	23	39
Students with Disabilities	11	36	9708	69	90	100	451	455	489	50	50	32	50	42	27	0	0	24	0	8	17
Students without Disabilities	74	352	65801	100	100	98	508	494	525	21	25	11	18	27	23	38	32	34	23	15	33
Limited English Proficient Students	36	225	16928	100	100	100	NA	449	485	NA	60	29	NA	40	33	NA	0	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	46	301	36411				494	485	503	32	30	19	16	30	29	42	30	32	11	10	20
Non-Economically Disadvantaged	39	87	39040				510	501	534	17	23	8	25	25	19	29	30	34	29	23	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	385	75492	96	98	100	501	496	519	23	28	12	23	23	16	40	37	47	14	12	24
All Students (Prior Year)	129	326	75221	97	100	100	504	500	523	15	20	8	29	31	16	46	42	56	10	8	21
Female	38	198	37014	97	99	100	509	503	523	25	24	10	15	22	15	40	37	48	20	18	27
Male	44	184	38400	88	96	99	494	490	516	22	32	14	30	25	17	39	37	47	9	7	21
African American	12	28	3665	92	97	99	502	500	505	20	20	20	20	28	22	40	36	43	20	16	14
Hispanic	49	290	30438	96	98	99	491	491	508	29	31	17	29	26	21	43	35	47	0	8	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	20	58	35177	83	95	99	507	505	528	21	24	8	21	18	13	37	41	49	21	18	31
Students with Disabilities	11	35	9707	69	88	100	457	482	495	75	56	33	0	0	21	25	33	33	0	11	13
Students without Disabilities	74	350	65785	100	100	98	505	497	522	18	26	10	26	25	16	41	37	49	15	12	26
Limited English Proficient Students	36	223	16905	100	100	100	NA	463	489	NA	67	34	NA	17	28	NA	17	32	NA	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	47	298	36302				487	488	507	40	35	18	20	25	21	35	30	46	5	9	14
Non-Economically Disadvantaged	38	87	39164				513	514	528	9	12	8	26	18	13	43	51	48	22	18	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	381	75053	94	97	99	545	515	597	7	17	7	26	30	12	65	52	72	2	1	9
All Students (Prior Year)	127	317	73654	95	98	99	507	500	530	19	27	9	23	24	13	57	49	70	1	1	7
Female	38	198	36872	97	99	99	578	524	621	0	14	5	20	30	9	75	55	74	5	1	12
Male	43	180	38109	86	94	99	516	505	573	13	21	10	30	30	14	57	48	69	0	1	6
African American	12	27	3636	92	93	99	519	517	568	10	8	12	30	33	16	60	58	67	0	0	6
Hispanic	48	288	30235	94	98	98	531	507	575	7	20	9	21	28	14	71	51	70	0	1	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	20	57	35028	83	93	99	570	529	613	5	14	6	26	33	10	63	51	73	5	2	11
Students with Disabilities	11	34	9625	69	85	100	498	449	530	25	42	21	50	25	21	25	33	55	0	0	4
Students without Disabilities	73	347	65428	100	99	98	550	520	604	5	15	6	23	30	11	69	53	73	3	1	10
Limited English Proficient Students	35	220	16765	100	100	100	NA	492	525	NA	17	17	NA	50	20	NA	33	60	NA	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	46	295	36077				518	498	566	5	18	10	30	34	16	65	48	69	0	0	5
Non-Economically Disadvantaged	38	86	38950				569	551	618	9	16	5	22	22	9	65	59	73	4	4	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	345	76019	100	100	100	472	464	499	25	29	14	52	54	39	13	7	14	10	10	33
All Students (Prior Year)	130	300	76230	98	100	100	476	470	498	17	21	12	51	55	38	13	9	12	19	16	37
Female	40	178	37207	98	99	100	466	465	499	30	26	12	52	59	41	7	7	14	11	8	33
Male	41	167	38677	100	100	100	480	463	498	19	32	15	52	49	38	19	8	13	10	12	34
African American	16	36	3817	100	100	100	464	465	475	31	33	23	56	45	47	6	12	11	6	9	18
Hispanic	47	249	29458	98	100	100	469	461	480	29	28	20	47	58	48	18	7	12	6	7	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	17	52	35880	100	96	100	488	474	515	7	24	7	57	52	32	14	7	16	21	17	45
Students with Disabilities	NC	31	9786	NC	100	100	NC	432	457	NC	58	39	NC	42	40	NC	0	7	NC	0	13
Students without Disabilities	76	314	66233	100	99	99	473	466	503	24	27	11	52	55	39	13	8	14	11	10	35
Limited English Proficient Students	33	184	15206	100	100	100	446	452	459	67	30	31	0	62	53	33	4	7	0	4	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	51	266	35714				474	463	480	30	29	20	39	54	47	17	9	12	13	8	20
Non-Economically Disadvantaged	30	79	40266				470	467	513	20	27	9	64	55	33	8	4	15	8	15	43

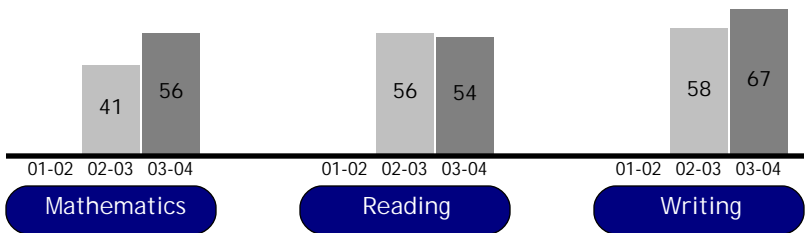
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	342	76020	100	100	100	489	487	503	42	49	25	33	27	23	21	22	40	4	2	12
All Students (Prior Year)	131	296	76202	99	100	100	505	497	505	20	32	19	31	25	24	44	40	46	6	3	11
Female	41	174	37213	100	97	100	492	488	504	41	50	22	26	23	23	30	26	42	4	1	13
Male	41	168	38666	100	100	100	485	485	501	43	48	29	43	32	22	10	18	38	5	2	12
African American	16	35	3819	100	100	100	484	488	494	56	50	37	25	19	26	19	31	31	0	0	6
Hispanic	48	245	29442	100	99	99	492	486	494	35	54	37	29	23	26	24	21	31	12	2	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	17	54	35890	100	100	100	491	490	511	29	34	15	50	46	20	21	17	48	0	2	18
Students with Disabilities	NC	32	9784	NC	100	100	NC	473	485	NC	75	58	NC	25	19	NC	0	19	NC	0	4
Students without Disabilities	76	310	66236	100	98	99	490	487	504	39	48	23	35	27	23	22	23	42	4	2	13
Limited English Proficient Students	33	180	15198	100	100	100	492	479	483	33	69	59	33	21	25	33	10	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	51	264	35703				489	486	494	39	51	37	35	27	26	22	20	31	4	1	6
Non-Economically Disadvantaged	31	78	40274				489	488	509	44	44	17	32	26	20	20	28	47	4	2	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	343	75673	100	100	100	477	484	530	19	18	12	32	35	25	49	48	58	0	1	4
All Students (Prior Year)	125	291	74692	95	100	99	476	471	502	28	32	18	44	42	27	26	24	47	2	1	8
Female	40	176	37099	98	98	100	495	502	548	12	10	8	19	30	22	69	59	64	0	1	6
Male	41	167	38441	100	100	99	454	463	513	29	26	16	48	40	29	24	34	52	0	0	3
African American	16	36	3791	100	100	99	476	483	506	19	18	18	50	30	29	31	52	50	0	0	3
Hispanic	47	246	29305	98	100	99	475	486	507	13	16	16	25	36	31	63	47	51	0	1	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	17	53	35760	100	98	99	500	482	550	21	21	9	21	36	21	57	43	64	0	0	6
Students with Disabilities	NC	32	9706	NC	100	100	NC	449	462	NC	18	36	NC	64	32	NC	18	31	NC	0	1
Students without Disabilities	75	311	65967	100	98	99	477	486	536	20	17	10	31	33	25	49	49	60	0	1	5
Limited English Proficient Students	33	183	15115	100	100	100	434	473	471	0	23	26	100	42	38	0	36	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	51	266	35541				490	488	504	9	14	17	39	38	31	52	47	50	0	1	2
Non-Economically Disadvantaged	30	77	40091				464	474	550	29	26	9	25	25	21	46	49	64	0	0	6

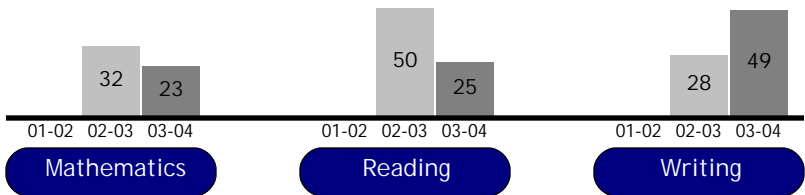
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	19	44	85	32	26	50	89	35	NA	58
	Language	--	--	16	39	95	27	20	43	98	27	22	50
	Mathematics	--	--	35	52	95	42	37	57	99	45	40	64
3	Reading	--	--	19	43	96	30	22	47	92	36	NA	55
	Language	--	--	26	50	96	35	27	54	94	48	37	61
	Mathematics	--	--	33	50	98	30	29	54	94	47	45	61
4	Reading	--	--	23	47	95	38	31	52	99	35	NA	56
	Language	--	--	25	45	96	41	32	48	100	37	33	52
	Mathematics	--	--	38	52	98	42	38	57	99	42	42	61
5	Reading	--	--	25	46	98	35	30	50	100	41	NA	55
	Language	--	--	24	43	100	38	33	46	100	35	33	49
	Mathematics	--	--	40	54	98	45	44	57	100	49	45	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü Parent Volunteers
- Ü School Wide Events/Activities
- Ü Fowler District Ad Hoc Committees
- Ü Curriculum/Textbook Input
- Ü Public Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	1	2	0	0
7 to 9 years	2	3	0	0
10 or more years	9	13	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü Art Room
- Ü Media Center
- Ü Instructional Computer Lab
- Ü Project Computer Lab

Extracurricular Activities

- Ü Band
- Ü Choir
- Ü Student Council
- Ü Character Counts Assemblies
- Ü Super Star Assemblies
- Ü Field Trips

Social Services

- Ü Day Care
- Ü Social Worker
- Ü Health Clinic
- Ü Dental Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Success for All (SFA) is a comprehensive reading program in which all children receive 90 minutes of reading at their level each day. Based on the SFA Assessments, 75% of all 1st-5th grade students are at or above grade level in reading.
- ü Our goal was to create a sense of community and increase parental involvement. We attained this goal through a Thanksgiving Community Dinner, SFA Day, Raising Readers Nights, Science Fair, Spring Carnival, Multi-cultural Fair and student performances.
- ü Based on the AIMS Assessment, Sun Canyon made Adequate Yearly Progress during the 2002-2003 and 2003-2004 school years.
- ü Our Parent Teacher Organization (PSO) is established and provides student incentives for homework and instructional materials for the classrooms. PSO sponsors Bingo for our community and collaborates with the staff in all school events.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	8	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	94	98	98	94
Retention Rate ⁹	5	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	59	50
Grades 3-4	73	70
Grades 4-5	70	75

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Crisis Management Plan has monthly fire and quarterly lock-down drills. Staff wear ID badges and visitors register in the office. Parents drop off and pick up their children in a supervised area. Home visits determine the welfare of our students.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Colleen Grove Rodgers	(623) 707-2003
Transportation Policy	Ignacio Fernandez	(623) 707-4509
Community Resources	Rebecca Marrer	(623) 707-2500
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Lupita Canez	(623) 707-2000
Student Health/Nurse	Rebecca Aragon	(623) 707-2004

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.